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ABSTRACT

This inservice professional development module, part of the Alabama Reading Initiative, presents research summaries, notes for presenters, and activities. The Effective Intervention module relays that if we do not do what the research tells us to do with students who struggle to read, then we have no reason to expect different results. However, if we do what the research tells us to do, all but a very few severely handicapped students will learn to read well. Teachers of struggling readers must learn to let the needs of the learner guide his/her instruction. Sections of the module, and associated objectives, are: (1) "What Does the Research Say?" (know what the research has established as effective practices for struggling readers; and evaluate current school intervention efforts in light of what the research establishes as effective practices for struggling reader and identify which practices need to be added and/or revised); (2) "Ongoing Assessment and Evaluation" (connect the use of informal assessment measures to determining which students are fluent readers and comprehenders of grade-level materials and which will be targeted for intervention; review how to use informal assessment data to monitor learning and guide instruction; and define who will be targeted for intervention during the 2001-2002 school year); (3) "Organizing the Classroom and School for Intervention" (evaluate special practices and organizational adjustments that can be implemented in their schools to provide struggling readers with what is needed to significantly increase their reading achievement); (4) "Basic Principles of Highly Specialized Reading Instruction" (understand the basic characteristics of skillful reading; how to empower learners to use what they know to figure out what they do not know; how to let the learners guide teaching; how to provide lots of practice reading appropriate supportive texts; and how to accelerate learning for struggling readers); (5) "An Instructional Framework for Effective Intervention" (how to structure a lesson that promotes all aspects of skillful reading; and how to implement a lesson featuring the four basic principles of highly specialized instruction addressed in section 4);

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and (6) "Plan for Serving Struggling Readers" (know their specific role in providing for struggling readers). (RS)

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ED 464 370

EFFECTIVE

INTERVENTION

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Note: This module is used during four faculty meetings:

- **1st Monday, 2:15-3:45**
- **1st Tuesday, 2:15-3:45**
- **1st Friday, 2:15-3:45 (Secondary only)**
- **2nd Wednesday, 2:15-3:45 (Elementary only)**
- **2nd Friday, 8:15-12:30**

Additionally, this module (Sections 4 and 5) will be used on the 2nd Thursday for the session dealing with Critical Items for Struggling Readers.

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READING IS THE KEY

Alabama Reading Initiative

(Version: 2001)

Presented by:

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T E Ingram, Jr

CS 511 130

EFFECTIVE

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Alabama Reading Initiative
Summer Institutes 2001

Presented by:

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	Page	Time
Section 1: WHAT DOES THE RESEARCH SAY?	**3**	**1st Monday, 2:15-3:45**

Participants will…

1. Know what the research has established as effective practices for struggling readers.

2. Evaluate current school intervention efforts in light of what the research establishes as effective practices for struggling readers and identify which practices need to be added and or revised.

Section 2: ONGOING ASSESSMENT AND EVALUATION	**11**	**1st Tuesday, 2:15-3:45**

Participants will…

3. Connect the use of informal assessment measures to determining which students are fluent readers and comprehenders of grade-level materials and which will be targeted for intervention.

4. Review how to use informal assessment data to monitor learning and guide instruction.

5. Define who will be targeted for intervention during the 2001-2002 school year.

Section 3: ORGANIZING THE CLASSROOM AND SCHOOL FOR INTERVENTION	**20**	**1st Friday, 2:15-3:45 (Secondary) 2nd Wednesday, 2:15-3:45 (Elementary)**

Participants will…

6. Evaluate special practices and organizational adjustments that can be implemented in their schools to provide struggling readers with what is needed to significantly increase their reading achievement.

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Section 4: BASIC PRINCIPLES OF HIGHLY SPECIALIZED READING INSTRUCTION	**26**	**2nd Thursday, 8:15-3:45**

Participants will…

7. Understand the basic characteristics of skillful reading.
8. Know how to empower learners to use what they know to figure out what they do not know.
9. Know how to let the learners guide teaching.
10. Know how to provide lots of practice reading appropriate supportive texts.
11. Know how to accelerate learning for struggling readers.

Section 5: AN INSTRUCTIONAL FRAMEWORK FOR EFFECTIVE INTERVENTION	**35**	**2nd Thursday, 8:15-3:45**

12. Know how to structure a lesson that promotes all aspects of skillful reading.
13. Know how to implement a lesson featuring the four basic principles of highly specialized instruction addressed in Section 4.

Section 6: PLAN FOR SERVING STRUGGLING READERS	**40**	**2nd Friday, 8:15-12:30**

Participants will…

14. Know their specific role in providing for struggling readers.

APPENDICES **See page 44**

Section 1

WHAT DOES THE RESEARCH SAY?

Participants will…

1. Know what the research has established as effective practices for struggling readers.

2. Evaluate current school intervention efforts in light of what the research establishes as effective practices for struggling readers and identify which practices need to be added and/or revised.

Note to Principals: This session occurs on the first afternoon of the summer institute. It is held immediately following Formal Assessment, a time when faculties identify the number of students that they believe are in need of intervention. The session will be led by the principal. Participants must read again the summary of research dealing with effective intervention (pages 5-7), searching for the answers to questions on page 8. Answers to the outline on page 8 are provided on page 9.

Three Types of Reading Programs

Beginning Reading Programs – Efforts that change non-reading K-1 students into fluent readers and comprehenders of materials typically encountered in their classrooms by the end of Grade 1.

Expansion of Reading Power Programs – Reading instruction that systematically strengthens and expands reading power in students who are already fluent readers of materials typically encountered in their classrooms in Grades 2-12.

Effective Intervention Programs – Specialized efforts that change struggling readers (K-12) into fluent readers and comprehenders of materials typically encountered in their classrooms, in relatively short periods of time.

Definition of Intervention

Intervention is special reading instruction for struggling readers, designed to make them effective readers of grade-level materials in relatively short periods of time. Intervention efforts usually involve programs, practices, and organizational patterns out of the ordinary but necessary to provide struggling readers what they need (e.g., more instructional time, lower pupil-teacher ratios, more skilled instruction, specialized methodology).

EFFECTIVE INTERVENTION

Need

There are estimates that 60-90 percent of the students in school will learn to read regardless of how they are taught. From 10-40 percent, however, will have difficulties learning to read and will need specialized instruction. President Clinton, using data from the 1994 National Assessment of Educational Progress (Campbell, Donahue, Clyde, & Phillips, 1996) stated the magnitude of the problem this way: "Forty percent of our eight-year-olds cannot read on their own" (Clinton, 1997, p. A14).

> The *basic* level indicates partial mastery of skills fundamental to reading achievement. In 1994, 25 percent or more of the students in grades 4, 8, and 12 failed to reach this lowest level of achievement. (United States Department of Education, 1996, p. 46)

Persistent Deficit

Struggling readers will not correct their reading deficiency "naturally." Their deficits will persist if struggling readers are not provided specialized instruction.

> Reading disabilities reflect a persistent deficit rather than a developmental lag. Longitudinal studies show that, of those children who are reading disabled in the third grade, approximately 74 percent continue to read significantly below grade level in the ninth grade. (Lyon, 1996a, p. 64)

> Students with delays in reading, writing, and spelling are predicted to fall further behind each year that they are not placed in appropriate research-based programs. (Greene, 1996, p. 110)

Early Diagnosis

The research strongly suggests that children at risk for reading failure must be provided early diagnosis and early intervention if the efforts are to have the greatest chance for success.

> ... the majority of LD readers are not identified until the third grade. This is apparently too late. Seventy-five percent of children identified after nine years of age continue to demonstrate reading difficulties throughout high school. (Lyon & Alexander, 1996/1997, p. 15)

> ... many youngsters can learn to read quite well if the appropriate instruction is provided early enough ... unless children are identified and provided with appropriate interventions by the second or third grade, their chances of "catching up" in reading are reduced dramatically. (Lyon, 1996b, p. 8)

Balance

A number of studies have reported that a balanced instructional program composed of direct instruction in phonemic awareness, phonics, and contextual reading is necessary for gains in reading skills.

> The most powerful interventions that have been identified for reading disabilities to date consist of a combination of explicit instruction in phonemic awareness, explicit instruction in sound-symbol relationship (phonics), and direct and integrated instruction in text reading and comprehension. This balanced approach appears to be necessary for adults as well as children with reading disabilities. (Lyon & Alexander, 1996/1997, p. 15)

> ... approaches in which systematic code instruction is included alongside meaning emphasis, language instruction, and connected reading are found to result in superior reading achievement overall. And these conclusions seem at least as valid for children with low reading-readiness profiles as they are for their better prepared and more advantaged peers. (Adams, 1990, p. 49)

Teacher-Directed Instruction

While many learners "make sense of" reading through teaching that is indirect or incidental, struggling readers benefit most from teacher-directed instruction.

> Instruction in phonology does not generalize to better text comprehension spontaneously; children also need to be taught how to read fluently and comprehend the meaning of what they read. (The Future of Teaching and Learning, 1997)

> ...they [data] portray teachers as being 'mentioners,' assignment givers and checkers, and interrogators. They further show that mentioning and assignment giving are characteristic whether the concern is for comprehension or something else. Just as comprehension instruction was slighted, so too were all other kinds. (Durkin, D.,1978-79, p. 523)

Acceleration

Reading is a skill to be learned and practiced extensively. Reading is not a subject to be taught 12 years without much improvement. Unfortunately in traditional remedial programs, instruction is decelerated, not accelerated, and students fall farther behind. Effective intervention programs must accelerate instruction, not decelerate instruction.

> It is equally clear that the traditional approach of retaining such children in one or more grades while providing them with decelerated, rather than accelerated, remedial reading instruction only ensures that they will fall farther behind. (Southern Regional Education Board, 1996, p.2)

> In a comprehensive review of current remedial programs, Allington & McGill-Franzen (1989) found that remediation primarily involves the individual completion of worksheet tasks that rarely require reading more than one or two sentences; this, they claim, is one of the reasons for the poor results of many remedial approaches. (Pinnell, Lyons, DeFord, Bryk, & Seltzer, 1994, p. 33)

Program Features

The first level of instruction is prevention through powerful beginning instruction in the classroom. Still, there will be low-performing students who require extra help. The most effective intervention efforts reduce the pupil/teacher ratio, sometimes to one-on-one; occur early; utilize highly skilled teachers; include provisions for connecting with parents and the regular classroom reading instruction; and accelerate learning.

> In summary, one-on-one instruction is essential for the lowest achievers, but it is not sufficient to explain ... success. As discussed previously, the instructional approach is important; teacher training also appears to be a factor. (Pinnell, Lyons, DeFord, Bryk, & Seltzer, 1994, p. 34)

> As the first groups of Reading Recovery students in Arkansas advanced to second grade and beyond, the issue became whether gains could be sustained. Early follow-up studies suggested that the answer depends to a large extent on how effectively second, third, and later grade teachers support these children. (Southern Regional Education Board, 1996, p. 3)

> The most effective interventions typically have the following characteristics:
>
> - They are applied as early as possible in a child's educational career, but not before there has been an opportunity for effective classroom instruction to be tried first.
> - They involve well-trained specialists.
> - They are more intense than the typical classroom experience, providing personalized, assessment-based instruction; more time and practice on selected skills, concepts, and strategies; and smaller adult-student ratios.
> - They are effective as gap-closing strategies for low achievers.
> - They are short lived, consistently applied, and finite in duration. For example, one strategy might be designed to last for 20 days, another for 15 weeks, and yet another for 60 sessions. (California Department of Education, 1996, pp. 20-21)

> Children come to school expecting to be successful; currently, some are and some are not. In neither case does the child hold the power to determine his or her fate; that power lies primarily with their educational caregivers — teachers and administrators. Until instructional settings and programs are created that consistently provide low-achievement children with access to larger quantities of substantially enhanced instruction, we will fail our most important constituency: the children. (Allington & McGill-Franzen, 1989, p. 94)

What Makes an Effective Intervention Program?

1. **WHO** should teach struggling readers? (page 7)

2. **WHAT** should we teach struggling readers? (page 6)

   A.

   B.

   C.

   D.

3. **WHEN** should we intervene with struggling readers? (pages 5 and 7)

4. **WHERE** should we teach struggling readers? In settings that... (page 7)

5. **HOW** should struggling readers be taught? (pages 6 and 7)

   A.

   B.

   C.

   D.

   E.

   F.

   G.

Note to Principals: Participants can be asked to work individually, in pairs, or in small groups to complete the outline above. Answers can be found on pages 5-7 of this module which are taken from *Report on the Review of Research* published by the Alabama Department of Education in February 1998.

What Makes an Effective Intervention Program?

1. **WHO** should teach struggling readers? (page 7)

   Highly skilled teachers

2. **WHAT** should we teach struggling readers? (page 6)

   A. Explicit instruction in phonemic awareness
   B. Explicit instruction in phonics
   C. Direct and integrated instruction in text reading and comprehension

   Or

   D. Systematic code instruction (phonemic awareness and phonics), meaning emphasis, language instruction, and connected reading

3. **WHEN** should we intervene with struggling readers? (pages 5 and 7)

   As early as possible, but certainly before grade three

4. **WHERE** should we teach struggling readers? (page 7)

   In settings that reduce the pupil/teacher ratio, sometimes to one-on-one

5. **HOW** should struggling readers be taught? (pages 6 and 7)

   A. Largely through teacher-directed instruction
   B. Using accelerated, rather than decelerated, instruction
   C. More intensely than in the regular classroom setting
   D. Using personalized, assessment-based instruction
   E. Providing more time and practice on selected skills, concepts, and strategies
   F. Consistently applying the intervention
   G. Making the intervention short lived and finite in duration
   H. Providing connections to regular classroom teachers and parents

Note to Principals: Use this "answer sheet" to compare with the responses participants recorded on page 8. Have faculties evaluate their current intervention efforts in light of the items above.

Definition of Who Needs Intervention

Struggling readers are students not reading grade-level materials with fluency and understanding.

Frequent Characteristics of Struggling Readers

1. Excessive behavior problems
2. Low self-esteem
3. Take no initiative and wait for assistance or constantly request help
4. Low academic expectation
5. "Negative talk" regarding reading
6. Inability to make sense of author's words
7. Inability to detect reading mistakes (miscues) even when meaning is strongly affected.
8. Inability to utilize background experience as an aid to increase meaning
9. Failure to use self-corrective strategies
10. Inability to decode words
11. Inability to reread words, phrases, or sentences to make sense of reading
12. Labored, monotonous word calling

In our school we think we will target _____

_____

_____

_____ for intervention.

Note to Principals: Based on the morning session on Formal Assessment and the faculty meeting, each Literacy Demonstration Site should make a tentative decision about who will be targeted for intervention at the school. Generally it is students scoring in stanines 1-3 or 1-4 and confirmed by informal measures that show students to be reading below grade level. The definition of who needs intervention will be completed after Tuesday's session on Informal Assessment.

Section 2

ONGOING ASSESSMENT AND EVALUATION

Participants will ...

3. Connect the use of informal assessment measures to determining which students are fluent readers and comprehenders of grade-level materials and which will be targeted for intervention.

4. Review how to use informal assessment data to monitor learning and guide instruction.

5. Define who will be targeted for intervention during the 2001-2002 school year.

Note to Principals: This session occurs on the second afternoon of the summer institute. The main purpose for the faculty meeting is to make organizational plans for administering the classroom versions of the assessments for K, 1, and 2 (AELI, ARA-1, and ARA-2), the QRI, and/or other diagnostic instruments. At this same faculty meeting, the results listed above can be achieved.

MAIN THINGS ABOUT INFORMAL ASSESSMENT

WHO...

1. Do we assess? (At a minimum, students who are not reading grade-level materials well)

2. Does the assessment? (Person who teaches the student and other helpers such as the counselor, librarian, reading specialist.)

WHY DO WE ASSESS?

1. To find an instructional reading level

2. To guide instruction
   (Is student accurate? Automatic? Fluent? Sufficiently attentive, disposed, and motivated? Does the student have language/vocabulary that overlaps sufficiently with the author's language of expression? Does the student have meaning/conceptual understanding that overlaps sufficiently with what the author is writing about?)

3. To provide for systematic monitoring of struggling reader performance and progress at the school level

4. To facilitate communication about the progress of struggling readers to other teachers, students, parents, administrators, and the public.

WHAT DO I ASSESS?

1. In grades K-1, we assess predictors of success in learning to read
   (phonemic awareness, graphophonemic knowledge [e.g., letter names, letter/sound correspondence, students' writing], language expression, knowledge of story elements, concepts of print, decoding skill, accuracy, automaticity, fluency, self-regulation, disposition)

2. Once children start reading, we assess the main thing first: Does the student understand what he/she has read? If comprehension has not occurred, then we determine what is interfering with his/her comprehension (Is student accurate? automatic? fluent? sufficiently attentive, disposed, and motivated? Does the student have language/vocabulary that overlaps sufficiently with the author's language of expression? Have meaning/conceptual understanding that overlaps sufficiently with what the author is writing about?)

WHEN DO WE ASSESS?

1. Periodically (weekly, monthly, quarterly) , as needed, depending on the type of instrument(s) used.

2. Continuously, when teachers learn to assess in their heads while they teach.

Note to Principals: Divide faculty into grade-level groups. Allow 5 minutes for the groups to review this page and to write one point that is striking and why. Have each group share what it noticed and ask any questions.

What Are the Purposes of the Assessments for K, 1, and 2?

1. To send a warning signal to the teacher that certain students may not be on track to become fluent readers and comprehenders of grade-level materials.

   For each grade level: What will be my signals that the student is not on track?

2. To communicate to primary teachers some of the primary predictors of success in learning to read:

   - Phonemic awareness
   - Graphophonemic Knowledge (letter recognition and letter/phoneme correspondence)
   - Concepts of Print
   - Language Proficiency (expression and comprehension)
   - Familiarity With Story (as measured by story telling and retelling)
   - Fluent reading of grade-level passages by the beginning of grade 2

   For each grade level: Do we routinely administer other informal assessments dealing with the areas above? If so, which ones and do we plan to continue their use?

3. To communicate to primary teachers the type of curriculum that needs to dominate kindergarten and grade 1 instruction.

4. To set a standard and an expectation regarding the types of passages that students should be able to read well at the beginning of grade 2.

5. To provide primary teachers with an informal assessment instrument that will remain in the school, so that progress in grades K-2 can be informally assessed periodically.

Note to Principals: Items on this page and on page 14 can be addressed by having K-2 teachers meet in grade level groups for about 30 minutes during the faculty meeting on the second day of the summer institute.

Ongoing Assessment and Evaluation

Activity For K-2 Teachers

Meet in grade-level groups. Record your answers to the following questions. List any questions that need answers.

1. What is each assessment task on the assessment for my grade level?

   K 1 2

2. Exactly how is each task related to learning how to read (grades K-1) and/or to performing as a reader (grade 2)?

3. For each task listed in 1 and 2 …

   - How much of our instructional day deals with building that capacity?
   - Do we need to increase instructional time in any of these areas?
   - How do we monitor during classroom instruction each student's ability to accomplish each task?
   - Do we know on a continuous basis whether students are performing these tasks?
   - Do we have management skills and sufficient instructional strategies to help struggling readers to "catch up" in any of these areas of deficiency?
   - If not, what do we need?

4. How do we plan to use the classroom version of informal assessment instruments that will be left at our school?

Note to Principals: Principals will lead the faculty meeting in which these questions and the questions on page 15 are discussed. The grade-level discussions are meant to make the connection between informal assessments and serving struggling readers (Objectives 3 and 4). Any questions formulated during this session can be answered during the rest of the summer institute.

Why Do We Need to Administer the QRI to Students We Suspect to Be Struggling Readers?

1. We need to know how well the student reads. (The student may have refused to try to do his/her best on the Stanford. In addition, the Stanford serves as a "red flag." It does not provide a description of how well a student reads.)

2. We need a starting point for our instruction. The QRI can tell us:

   - An instructional and an independent reading level for narrative material and expository material.
   - What types of reading behaviors (e.g., accuracy, automaticity, fluency, disposition, types of miscues, self-correction, word attack strategies, ease and thoroughness of retelling, degree of comprehension) are evident in the reader.

Questions to Be Answered During Faculty Meeting

1. To whom will we administer the QRI? (Generally, it is administered to students whom you believe to be in need of intervention. Depending on the numbers of students involved, this may be students in Stanines 1-3, 1-4, or 1-5.)

2. How many students meet the criteria established in item 1?

3. Do we routinely administer other informal assessments that provide us with the information provided by the QRI? (e.g., the S.T.A.R. assessment results in an independent and instructional level for each student assessed) If so, which one(s)? What information related to the interferences to comprehension do they supply? Do we plan to continue their use?

4. How do we plan to monitor the progress of struggling readers throughout the year? (e.g., periodic administration of the QRI and/or the S.T.A.R.)

5. What would we need to do on a daily basis to monitor the progress of struggling readers?

6. What questions do we have regarding the ongoing assessment and evaluation of struggling readers?

Note to Principals: Items on this page can be addressed by having teachers meet in grade-level groups (grades 3-12) for about 30 minutes during the second day of summer institutes. The discussions are meant to make the connection between informal assessments and serving struggling readers (Objectives 3 and 4). Any questions formulated during the session can be answered during the rest of the summer institute.

Definition of Students Who Need Intervention in Our School

1. Students scoring in stanines _____ on the total reading battery of the Stanford 9.

2. Students who cannot read and comprehend materials used in the classroom at least as well as when the material is read to them.

3. Students who read grade-level materials with less than 90 percent accuracy and without fluency.

4. Students who cannot decode single words.

5. Students who perform as follows on the classroom version of the Alabama Early Learning Inventory (AELI) and the Alabama Reading Assessments for grades 1 and 2 (ARA-1 and ARA-2)

_____

_____

_____

_____

6. Students who perform as follows on the Qualitative Reading Inventory (QRI) and other informal assessments

_____

_____

_____

_____

7. Other

_____

_____

_____

Note to Principals: This page will be completed at Tuesday's faculty meeting, following the sessions on informal assessment. Because each school is different and the numbers of struggling readers differ, the definitions recorded above will vary for each school.

SCHOOL PLAN FOR MONITORING THE PROGRESS OF STRUGGLING READERS

"We cannot expect what we don't inspect!"

1. Using data from last year, we made a tentative list of students who we believe to be reading below grade level. Yes _____. No _____. If no, when will this be done?

2. From the list mentioned above we decided to informally measure the reading performance of _____ students. The total number of students in our grade is _____.

3. These are the instruments we will use to assess the students' reading level:

Grade(s)	Name of Instrument(s)	Which Interferences to Comprehension Are Being Assessed

4. On a periodic basis (about 3 times a year), we will administer to our struggling readers at least one instrument that **involves coding of oral reading errors** (e.g., Qualitative Reading Inventory, Running Record, Miscue Analysis, Alabama Reading Assessment for Grade 2 timed readings). We will use this information to find strengths and weaknesses and to describe what is interfering with the student's reading comprehension.

Grade	Instrument To Be Used	How Frequently Assessed

Note to Principals: During the last 30 minutes of the second faculty meeting, have each grade level complete the items on pages 17 and 18 for their grade level. Collect the information from each grade level and compile it prior to the third faculty meeting. After further discussion and consensus building at the last faculty meeting, this page and page 18 will form the basis of the assessment portion of the school intervention plan.

SCHOOL SELF-ASSESSMENT OF PROGRESS RELATED TO INFORMAL ASSESSMENT (continued)

5. Our plan for informal assessment calls for periodic monitoring of student progress using other specific instruments such as S.T.A.R. and/or averages of several accelerated reader tests. The instruments we plan to use and the frequency with which we plan to use them are listed below:

Grade	Instrument	Which Students	Frequency With Which We Plan To Administer It

6. We have determined how to organize and manage the information obtained from informal measures administered at my school. Describe briefly how the data will be organized, shared, accessed. (Complete at the last faculty meeting on the last day of the institute.)

7. The principal will review information from informal measures. This is how the principal will review the information and discuss it at grade-level meetings: (Complete at the last faculty meeting on the last day of the institute.)

Note to Principals: Pages 17 and 18 will be completed at the final faculty meeting of the summer institute. Principals will ask teachers to revise their initial thoughts based on the entire institute and reach schoolwide consensus on monitoring the progress of struggling readers. The chart on page 19 may be helpful in completing the school assessment plan.

Finding Students' Strengths and Needs

	INTERFERENCES TO READING COMPREHENSION						
Common Assessment Instruments	**Accuracy**	**Automaticity**	**Fluency**	**Reader's system of language does not overlap sufficiently with author's system of language**	**Reader's system of meaning does not overlap sufficiently with author's system of meaning**	**Reader is insufficiently attentive, disposed, motivated**	**Other Purposes for Assessment**
QRI	X	X	X	Familiar/Unfamiliar Concepts Retelling	Familiar/Unfamiliar Concepts Retelling and Questions	Self Correction	Yields Instructional Level
S.T.A.R.							Yields Instructional Level
MISCUE ANALYSIS	X	X	X	Retelling	Retelling and Questions	Self Correction	Provides Strengths and Needs
RUNNING RECORD	X	X	X			Self Correction	Yields Instructional Level
AR TESTS					Comprehension scores may be a red flag		Yields Instructional Level
AELI				Storytelling/Retelling Subtest	Storytelling/Retelling Subtest		Assesses Most Important Predictors of Learning to Read
ARA-1				Retelling Subtest	Retelling Subtest		Assesses Most Important Predictors of Learning to Read
ARI-2	X	X	X		Comprehension scores may be a red flag	Self Correction	Yields Instructional Level
One-Minute Assessments	X	X	X				Monitors Growth in Fluency
STANFORD					Comprehension scores may be a red flag		Yields Standing Relative to Norming Group
OTHER:							

Section 3

ORGANIZING THE CLASSROOM AND SCHOOL FOR INTERVENTION

Participants will …

6. Evaluate special practices and organizational adjustments that can be implemented in their schools to provide struggling readers with what is needed to significantly increase their reading achievement.

How Will We Know That What We Are Planning to Do Will Work?

WHAT ? (CONTENT)

- explicit instruction in phonemic awareness
- explicit instruction in phonics
- direct and integrated instruction in text reading and comprehension

HOW ?(INSTRUCTION)

- assessment based
- accelerated
- intensive
- extensive amounts of practice
- teacher directed
- finite in duration
- more time

WHERE ? (SETTING)

- the pupil/teacher ratio that is necessary for struggling readers to be successful
- connections to regular classroom and parents

WHO ? (TEACHER)

- highly skilled
- continuously developed

Note to Principals: Participants can be asked to review in pairs or small groups what it takes to provide effective intervention to struggling readers. Ask how the participants think the school needs to get started. Have them discuss the various ways that intervention efforts are generally organized (p. 22). Then try to reach agreement on the steps provided on p. 23, or adjust the steps on p. 23 as needed.

Dealing with Settings in the Intervention Effort

I. Inside the Classroom

II. Across Classrooms (same grade level)

III. The Entire School (across grade levels)

IV. Outside of School Hours

Where Do I Start to Put the Intervention Program in Place?

1. At a minimum, account for every child in stanines 1-4 (after reading status is established by an informal measure involving oral reading).

2. Take care of content ***first***.

   - Explicit instruction in phonemic awareness and phonics will be taught in the Summer Academy.
   - Direct and integrated instruction in text reading and comprehension will be taught in the Summer Academy.
   - Verify (by supervisor observations) that daily intervention instruction includes all three elements in balance. (A house built on sand will collapse.)

3. Decide who will teach struggling readers. (It takes a highly skilled teacher and someone must have the ultimate responsibility).

   Overall it is difficult for the solo classroom teacher to have ultimate responsibility after K and grade 1. (The individual differences have multiplied every year and the amount of material to make up has increased every year.)

4. Have each grade level decide how it will handle the intervention effort for students. (If they cannot agree to cooperate, each person is responsible for his/her own students.)

   - Look for a teacher(s) in the grade level who wants to specialize in working with struggling readers and who is highly skilled.
   - Start by sharing students across classrooms.

5. Deal with school schedule. Assume no additional personnel.

Grade 1 Classroom Schedules

	8:15	9:00	9:45	10:30	11:15	12:15	1:00	1:45	2:30
Gray/Lyle	A1	PE	A3	A2	Lunch	Math	WG	WG	Dismiss
Harris	B2	PE	B1	B3	Lunch	Math	WG	WG	Dismiss
Holcomb	C3	PE	C2	C1	Lunch	Math	WG	WG	Dismiss
Nelson	Math	WG	PE	WG	Lunch	D3	D2	D1	Dismiss
Stoudmire	Math	WG	PE	WG	Lunch	E2	E1	E3	Dismiss
Wyatt	Math	WG	PE	WG	Lunch	F1	F3	F2	Dismiss
Weese (Ext)	A3B1C2	Plan	A2B3C1	A1B2C3	Lunch	RR	RR	RR	Dismiss
Stone (Ext)	RR	RR	Plan	RR	Lunch	D2E1F3	D1E3F2	D3E2F1	Dismiss
WTR	A2B3C1	Plan	A1B2C3	A3B1C2	Lunch	D1E3F2	D3E2F1	D2E1F3	Dismiss

WG = Whole Group

RR = Reading Recovery

WTR = Writing to Read

EXT = Extension and Enrichment

Note to Principals: This is the schedule for six first-grade teachers at Montevallo Elementary. These teachers (A, B, C, D, E, and F) each have three reading groups. Through the use of two Reading Recovery teachers, who also provide enrichment labs for half a day, and creative scheduling for the Writing to Read lab, each classroom teacher has a 45-minute, uninterrupted time with each of the three reading groups in his/her classroom each day. Another example of the use of an intervention teacher is provided on p. 25.

Possible Class Schedule for Intervention

Class #1		Class #2	
8:00-8:15	Opening, Reports	8:00-8:15	Opening, Reports
8:15-9:15	Intervention teacher in room	8:15-8:45	_____
		8:45-9:15	_____
9:15-10:00	_____	9:25-10:25	Intervention teacher in room
10:00-10:30	_____		
10:30-11:00	Lunch	10:35-11:05	Lunch
11:00-12:30	WTR/Intervention	11:30-12:00	_____
		12:00-12:30	_____
		12:35-2:05	WTR/Intervention
12:30-1:00	_____		
1:00-1:30	_____		
1:30-2:00	_____		
2:00-2:30	_____	2:05-2:30	_____
2:30-3:00	_____	2:30-3:00	_____

Intervention Teacher's Schedule

8:00-8:15	Set up
8:15-9:15	Class #1
9:20-10:20	Class #2
10:30-11:00	Lunch
11:00-12:00	Class #3
12:00-1:00	Class #4
1:00-2:00	Class #5
2:10-2:40	Planning period (2 days each week: plan with classroom teachers)
2:40-3:30	Parent conferences, record keeping, preparation of materials

Special Scheduling Needs

Plan to have the classes scheduled for a common preparation period from 2:10-2:40, two days each week. With this set up, the Intervention teacher can meet with the classroom teachers individually or together. Depending on the size of the school and other scheduling options, the Intervention teacher will see each group several times a week. Remember to be effective, struggling readers need highly specialized, small group instruction, a minimum of 3 times a week. Five times a week is better.

Section 4

BASIC PRINCIPLES OF HIGHLY SPECIALIZED READING INSTRUCTION

Participants will . . .

7. Understand the basic characteristics of skillful reading.

8. Know how to empower learners to use what they know to figure out what they do not know.

9. Know how to let the learners guide teaching.

10. Know how to provide lots of practice reading appropriate supportive texts.

11. Know how to accelerate learning for struggling readers.

Notes for Presenters:

- Begin the session using the "flip" picture provided in the Presenter Notes and Black Line Masters. You will need to make a transparency of this picture.
- Provide an overview of Sections 4 and 5 emphasizing how these sections are connected to Sections 1-3.
- Emphasize that these two sections are intended to help participants orchestrate ideas from all the modules as they focus specifically on how to provide effective intervention for struggling readers.
- Throughout the day, encourage participants to draw on what was presented in other modules.
- Copies of texts used in the videotapes are included in the Appendices.

The Reading Process of Skillful Readers

The reading process of skillful readers is marked by . . .

Accuracy and Automaticity

- Recognizing most words instantly.
- Decoding unfamiliar words rapidly and efficiently using "chunking."

Active Building of Meaning

- Using prior knowledge to make appropriate inferences but also to build meaning that is consistent with the details presented in the text.
- Using mental strategies that assist the building of meaning (e.g., predicting, questioning, visualizing, summarizing, inferring).
- Integrating personally significant meanings constructed from text into networks of existing knowledge.

Self-Regulation

- Solving problems that occur while building meaning (e.g., problems with words that do not trigger meaning or that seem inconsistent with text; text content that seems to conflict with prior knowledge; ideas within text that seem confusing or contradictory).
- Modifying meaning in light of new information.
- Matching the intensity and type of reading to the purpose of reading and the nature of the text.
- Maintaining motivation, flexibility, and persistence throughout the reading task.
- Choosing to be cognitively active before, during, and after reading.

Fluency

- Orchestrating word reading, building of meaning, and problem solving with ease and insight. When reading orally, fluency is often visible through appropriate phrasing and expression.

Notes for Presenters:

- **Invite participants to reflect on the characteristics of skillful reading using a think aloud (e.g., the "John" passage in the Presenter Notes and Black Line Masters).**
- **Using a jigsaw technique with the four different characteristics, ask small groups to identify specific examples from the think aloud to illustrate each characteristic.**
- Show "The Challenge." When using the videotape, set the stage for the participants so that they know what to look for. In this segment, participants need to know that the learner is struggling with a book that he wants to read.
- Emphasize that highly specialized reading instruction enables students to develop all the characteristics of skillful reading so that they can read the books that they want to read.

- Discuss which characteristics of skillful readers are most frequently and less frequently addressed during intervention lessons.

Principle #1: Empower Learners to Use What They Know to Figure Out What They Do Not Know

Highly specialized reading instruction features prompting rather than telling whenever possible. This support enables struggling readers to use what they know to figure out what they do not know. These prompts help the learners develop strategies for independent problem solving—strategies that are essential to skillful reading. In addition, this prompting helps nurture a disposition that includes initiative, risk-taking, and persistence—characteristics of skillful readers.

1. Why should we not tell struggling readers what they can figure out by themselves or with a little assistance? What important learning habits does not telling help develop?

2. When is telling appropriate or necessary?

3. Motivation is critical: How does a teacher's understanding of Principle #1 contribute to motivating struggling readers?

Notes for Presenters:

- Explain that in this section we will be using a one-on-one intervention setting to illustrate the instructional principles. In Section 5, however, we will explore how these principles are implemented in a small group setting—the heart of intervention.
- Ask participants to read the introductory paragraph and the first question. Use think-pair-share to facilitate a discussion.
- Show "Principle #1" on the videotape. Set the stage. Then pause the tape at appropriate places to discuss how prompts can be provided to help the learner figure out what is unknown and to continue discussing the significance of not telling. (Use think-pair-share.)

- Discuss the two remaining questions on the page. (Use think-pair-share.) Be prepared with personal examples.

Principle #2: Let the Learners Guide Teaching

Highly specialized reading instruction zeros in on specific interferences to comprehension and addresses these interferences. The teacher monitors comprehension continuously and responds to the moment-by-moment needs of the learners.

Review the Six Interferences to Reading Comprehension

Interference	Example(s)	Highly Specialized Instruction

Questions for Discussion

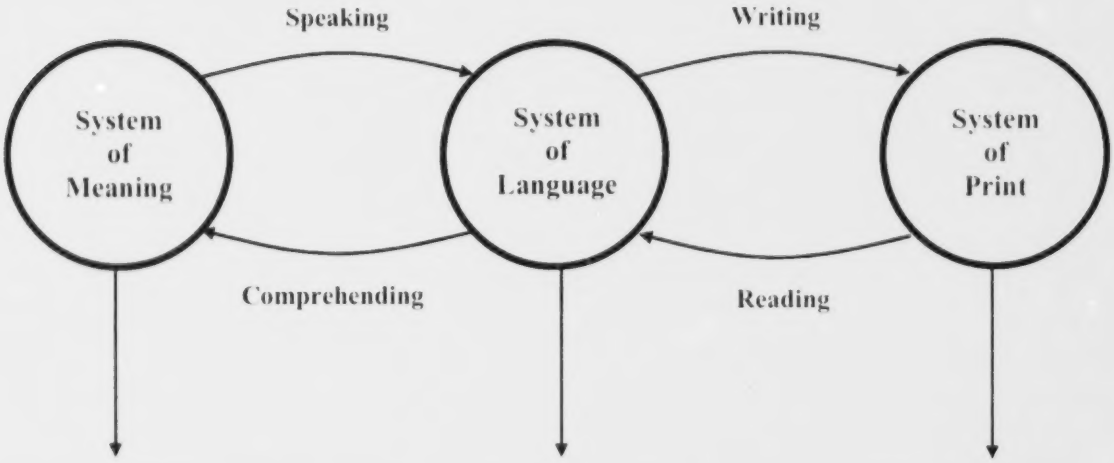
1. How does a teacher's knowledge of the six interferences contribute to highly specialized reading instruction?

2. Motivation is critical: How does a teacher's understanding of Principle #2 contribute to motivating struggling readers?

Notes for Presenters:

- Read the introductory paragraph. Then, using the chart above, review the six interferences to reading comprehension by (1) listing, (2) providing examples (perhaps in a quiz fashion), and (3) identifying ways to address each interference and or by noting other modules that participants can use as resources. (A copy of the "Summary of Interferences to Reading Comprehension" is on the following page. In addition, presenters have a black line master of a page from the QRI module that links interferences, QRI, and ARI modules. This can be used to create a poster or transparency for reference.)
- Show "Principle #2" on the videotape. Set the stage. Then pause at appropriate places to identify the interferences and to discuss how the learner is guiding the teaching.
- Discuss the questions using quickwrites. Be prepared with personal examples.

Summary of Interferences to Reading Comprehension



1. The reader's system of meaning does not overlap sufficiently with the author's system on meaning.
2. The reader's system of language (i.e., vocabulary, syntax, idioms) does not overlap sufficiently with the author's expression.
3. The reader lacks the power to say what each word requires. (Accuracy)
4. The reader is cumbersome in word recognition and does not identify words instantly. (Automaticity)
5. The reader fails to read with ease, appropriate speed and phrasing, and, therefore, is unable to devote sufficient attention to building meaning. (Fluency)
6. The reader does not attend to the degree needed to build meaning. (Attention/Motivation/Disposition)

IMPLICATION: At every stage of reading development, teachers must be able to identify whether the interferences to comprehension stem from the system of print, the system of language, the system of meaning and/or from inattention. Teachers must make certain that students recognize the source(s) of the interference and have the strategies necessary to overcome each type of interference.

Principle #3: Know How to Provide Lots of Practice in Reading Appropriate Supportive Texts

Highly specialized reading instruction features ample time for struggling readers to read and reread connected text at their instructional and independent levels. For this to occur, teachers must be highly knowledgeable about different types of supportive text so that they can provide these learners with texts that are appropriate for them.

Amount of Time Spent Reading Connected Text

- Think about the amount of time that struggling readers in your classroom are working with texts that they can read comfortably and the amount of time that average and above average readers are working with texts that they can read comfortably. *What conclusions can you reach regarding these differences?*

- Now think more specifically about how many minutes per week struggling readers are reading. Compare this with how many books you think they should be reading. Relate your thinking to the data below. *What is your reaction to this information?*

A Comparison of the Reading Achievement of Fifth Graders and Time Spent Reading

Percentile Rank	Minutes per Day Spent in Independent Reading of Text[1]	Words per Year
98th	67.3	4,733,000
90th	33.4	2,357,000
70th	16.0	1,168,000
50th	9.2	601,000
30th	4.3	251,000
10th	1.0	51,000
2nd	0.0	------

[1] Books, magazines, and newspapers

Data are from Anderson, R., Wilson, P., & Fielding, L. (1988). Growth in reading and how children spend their time outside of school. *Reading Research Quarterly, 3*, 285-303.

- *What are some ways that you can provide struggling readers with more time for reading and rereading connected text?*

Notes for Presenters:
Facilitate discussion by dividing participants into small groups and having them sketch their responses to the italicized questions (sketch to stretch) and then share their sketches with the whole group. (Presenter Notes and Black Line Masters include ideas for the third bullet.)

Different Types of Supportive Texts

Struggling readers need lots of time to practice reading in appropriate texts, but they also need teachers who are highly knowledgeable about the different types of supportive texts available for struggling readers and who provide text based on the needs of the learners. In this module, supportive text is defined as connected texts for beginning and struggling readers that provide specialized support so that they can participate successfully in the reading process. **Following is one system for thinking about supportive text options.**

Predictable Texts that are memorable due to rhyme, rhythm, and/or repetition and that often have a tight picture-text match.	**Decodable** Texts composed primarily of words that contain the letter/ phoneme correspondences previously and/or presently being taught. High frequency words are introduced systematically as needed.	**High Frequency** Texts composed of taught high frequency words.	**Language Experience** Texts that have been created by the teacher and students (Shared Writing or Interactive Writing) or in some cases written solely by the student.

Transitional or High/Low
Texts that are of interest to the readers (i.e., age-appropriate topics) and are "readable" in that they consist of many sight words (words recognized automatically), some unfamiliar words that students can decode by using taught sound-spelling correspondences, and a few words that include sound-spelling correspondences not previously taught. The latter words typically require students to use a combination of sound-spelling correspondences and context clues to figure out. Vocabulary, syntax, and plot are typically not as demanding as authentic literature. The high/low term refers to high interest/low readability.

Authentic Literature
Children's and adolescents' literature that can be matched to a student's instructional needs.

Notes for Presenters:
Text Sort: Provide one clear example of each category (a text that appears early in the progression). Pass out additional texts for participants to sort. These texts should be fairly easy to categorize and should represent texts further along in the progressions for each category. Pass out a few books that are difficult to place into one category and discuss why we need to be aware of the "fuzzy lines" that separate these categories.

Questions for Discussion

1. What are some characteristics of all supportive texts?

2. What unique contributions do different types of supportive text make to highly specialized reading instruction? As you watch Principle #3 on the videotape. List the contributions each type of text makes.

3. How does the use of leveled supportive text contribute to meeting the needs of the learners? Does leveled text ever interfere with the needs of the learners? Explain your answer.

4. Motivation is critical: How does a teacher's understanding of Principle #3 contribute to motivating struggling readers?

Notes for Presenters:

- Facilitate discussion of the questions using combinations of think-pair-share, quickwrites, jigsaw, sketch to stretch, etc. (Ideas for Questions 1 and 2 are included in Presenter Notes and Black Line Masters.)
- To facilitate discussion of Question 2, show "Principle #3" on the videotape.
- In the discussion of Question #3, refer to the page in the Appendices entitled "Leveled Book Reference Chart."

Principle #4: Accelerate Learning for Struggling Readers

Highly specialized reading instruction enables struggling readers to experience accelerated learning. Some definitions of *acceleration* include "add to the velocity of a moving body" and "hasten or quicken the working of a process." Highly specialized reading instruction accelerates the reading development of struggling readers in the following five ways.

1. **Promotes the development of "know-how" rather than memorization.**

2. **Links reading, spelling, and writing.**

3. **Engages learners in reading practice that is stimulating and that enables the learners to sense growth and improvement.**
   Watch Principle #4 on the videotape. Pause periodically to reflect on the three characteristics of highly specialized reading instruction noted above.

4. **Features an appropriate balance of practicing in authentic connected text and practicing in more contrived and/or isolated contexts—a balance determined by the needs of the learners not the dictates of a program.**
   Choose another kind of practice to compare with reading practice (e.g., basketball, piano, dance). On a continuum from more isolated to more connected, list the different types of practices that occur for your comparison activity and for reading. In a whole group discussion,
   - explore how different types of practice contribute to becoming more skillful in that activity and
   - consider whether appropriate balances between different types of practice shift to meet changing needs of the learners.

5. **Makes use of commercial materials and programs as needed but reorganizes them to fit the needs of the learners.**
   Identify commercial materials and programs that you use with struggling readers in your classroom. Discuss how these programs promote accelerated learning. Also, explore how these programs may be interfering with accelerated learning.

Motivation is critical: How does a teacher's understanding of each of the five characteristics noted above contribute to motivating struggling readers?

Notes for Presenters:
- Facilitate discussion using combinations of think-pair-share, quickwrites, jigsaw, sketch to stretch, etc.
- To facilitate discussion of Items 1-3, show "Principle #4" on the videotape.

Section 5

AN INSTRUCTIONAL FRAMEWORK FOR EFFECTIVE INTERVENTION

Participants will . . .

12. Know how to structure a lesson that promotes all aspects of skillful reading.

13. Know how to implement a lesson featuring the four basic principles of highly specialized instruction addressed in Section 4.

Notes for Presenters:

- Explain to participants that this section of the module focuses on a three-component lesson framework; however, the effectiveness of the framework is dependent on its implementation using the principles described in Section 4.

An Instructional Framework for Effective Reading Intervention

Research has shown that students in need of reading intervention benefit from a comprehensive and balanced classroom literacy program. Research has also indicated that these struggling readers need additional time devoted to instruction that is specifically attuned to their reading interferences. What instructional components are most critical to include in the additional reading instruction for struggling readers?

Most research-based intervention programs integrate variations of three common components: rereading familiar text, focusing on words, and guided reading of new text. Teachers can use these components as an instructional framework as they plan and implement highly specialized instruction that matches the needs of individual struggling readers. The needs of the learner should guide the amount of emphasis given to each component. In appropriate proportions and in the hands of a skillful teacher, this instructional framework can lead struggling readers to the accuracy, automaticity, active building of meaning, self-regulation, and fluency that are characteristic of skillful readers.

Rereading Familiar Text

- Definition: Students reread previously read text.
- Emphasis: Developing accuracy, automaticity, and fluency; providing additional opportunities to refine and self-regulate the building of meaning; developing confidence and motivation.

Focusing on Words

- Definition: Teachers provide explicit and systematic decoding instruction that matches the instructional needs of the students (e.g., developing phonemic awareness; expanding knowledge of letter-sound correspondences; making and breaking words using known letter-sound correspondences; recognizing high-frequency words; decoding chunks of words; writing words and sentences that use the words being studied; studying prefixes, suffixes, root words, and other morphemes). This component may occur before and/or after Guided Reading of New Text.
- Emphasis: Enhancing the building of meaning by developing the knowledge, skills, strategies, and self-regulating behaviors needed to read with accuracy and automaticity and to figure out unfamiliar words rapidly and efficiently.

Guided Reading of New Text

- Definition: Teachers support students in building meaning and solving problems as students read unfamiliar text at increasingly challenging levels. Support is provided before, during, and after reading as required by the learner.
- Emphasis: Developing and orchestrating the knowledge, skills, and strategies necessary to engage in active building of meaning and self-regulation; nurturing the motivation needed to activate and sustain this process.

Notes for Presenters: Use "One-on-One Intervention" on the videotape as needed to review the three components. Point out that writing is not a specific component but that it is embedded within Focusing on Words. Use the following questions to facilitate discussion:

- What is it (the component)?
- Why do struggling readers need more of it?
- What are some options? (Record on next page.)

Expanding My Instructional Tool Chest

Rereading of Familiar Text	Focusing on Words	Guided Reading of New Text

Notes for Presenters:

- Encourage participants to continue adding to the tool chest in the remaining demonstrations and discussions.
- Remind participants that as they plan intervention lessons they need to focus on practice that makes wise and efficient use of teacher-directed small group (or one-on-one) intervention time—not practice that can be implemented just as effectively in whole group or independent time.

Reflections on an Intervention Lesson

Observations about Four Principles	Questions and Insights

Notes for Presenters:

- Review the four principles of Effective Intervention presented in Section 4.
- Demonstrate the components of the instructional framework using videotape and/or simulation (led by the presenter and/or participants).
- Pause periodically to facilitate reflection using the chart above.
- Conclude the session by showing "The Celebration" on the videotape.

Variations on the Instructional Framework That Benefit Struggling Readers in Grades K-1

Participants have sometimes argued that the instructional framework presented in this module is more appropriate for struggling readers who are further along in their reading development than many struggling readers in Grades K and 1. The purpose of the activities associated with this page is to model, view, and/or practice implementation of the instructional framework in ways that make it come alive for K-1 teachers. For each lesson modeled, viewed, or shared, make notes in the spaces below.

Example 1	Example 2
What did you notice?	What did you notice?
How did what you noticed relate to or vary from the instructional framework?	How did what you noticed relate to or vary from the instructional framework?
How did what you noticed relate to the four principles of highly specialized reading instruction?	How did what you noticed relate to the four principles of highly specialized reading instruction?
What needs to be clarified?	What needs to be clarified?

Notes for Presenters (allow at least an hour for this page):

- Model, view, and/or have participants share intervention lessons that may vary slightly from the instructional framework. Choose examples that demonstrate variation (e.g., lessons involving predictable text and another involving decodable text, an interactive writing lesson, a lesson for kindergarten children who do not yet understand the alphabetic principle).
- Have participants use this page to record their observations and questions.
- Conclude the session by showing "The Celebration" on the videotape.

Section 6

PLAN FOR SERVING STRUGGLING READERS

Participants will …

14. Know their specific role in providing for struggling readers.

Note to Principal: This section is completed on the last day of the Summer Institute. Before moving to pages 41-43, a written intervention plan must be completed. (Samples are provided in the *Principals' Handbook*.) A completed intervention plan will require revisiting plans for monitoring the progress of struggling readers (pages 17-18). Once the intervention plan is complete, pages 41-43 can be completed in about one hour. Leave time after completing pages 41-43 to make any needed adjustments in the school intervention plan.

How Do We Communicate?

Regular classroom teachers and intervention teachers must communicate for the intervention effort to be effective.

Communication must be frequent and ongoing for a common language to develop and understanding to occur.

- Progress reports (special design)
- Checklists
- Grade-level planning including the intervention teacher
- Intervention teacher taking regular class to teach specific reading strategy
- Modeling for regular classroom teachers during faculty meeting
- Success stories at faculty meetings

Note to Principal: Any school-wide plan for intervention must include structured ways of connecting the intervention instruction with classroom instruction. Have participants brainstorm and then make a decision on the communication plan for their school.

Finding My Role in Our Intervention Plan

Any school (primary, elementary, intermediate, middle, high school) must build any school intervention plan cooperatively. Each person in the school plays a role. Examples are:

_____ Some teachers provide the intervention instruction directly to students.

_____ Some teachers take a larger group of advanced students to allow an intervention teacher to have a lower pupil-teacher ratio.

_____ Some teachers understand how the intervention effort works and provide classroom support and coordination.

_____ Some staff members make it their business to locate large numbers of books on various topics at various levels of difficulty to ensure that struggling readers have sufficient practice material.

_____ Some staff members help by administering the QRI (or other informal measures) on a periodic basis to monitor progress of struggling readers and/or to assess reading levels of transfer students.

_____ Some staff members keep track of the progress of struggling readers and plan ways to celebrate successes periodically.

_____ Some staff members become "cheerleaders" or "mentors" for struggling readers.

_____ Some staff members arrive at school 30 minutes early to listen to a struggling reader read.

_____ Some staff members ....

_____ Some staff members ....

_____ Some staff members ....

My role in the school's intervention plan:

_____

_____

Note to Principal: This session occurs on the last day of the summer institute. Faculty members should discuss items and add to the list of ways to help struggling readers. Each faculty member needs to have a particular role to play in implementing the school's intervention plan.

Components of an Effective Intervention Plan
Grade(s) _____

Components	How Does Our Plan Address These?
Who ? • highly skilled • continuously developed	
What ? • explicit instruction in phonemic awareness • explicit instruction in phonics • direct and integrated instruction in text reading and comprehension	
Where ? • in settings that dramatically reduce the pupil/teacher ratio • with connections to parents and all teachers who teach the student	
How ? • assessment based • accelerated • intensive • extensive amounts of practice • teacher directed • finite in duration • more time	

Note to Principal: When the school plan for intervention is complete, use this checklist to verify that the plan has all of the components needed for an effective intervention effort. Divide into grade-level groups so that each group can assess its grade-level plan.

Appendices

Texts and work samples used on the module videotapes
Lists of resources

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